



UCL

BAME Awarding Gap Project
Evaluation Report
May 2023



Introduction

This report summaries and evaluates the work of UCL's BAME Awarding Gap Project from 2017 to date, and gives a background on the overall project whilst examining individual strands of the project in detail.

The strands of the project forming sections of this report includes:

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Each of the above sections will include lessons learned through undertaking this work, as well as a summary of planned next steps. The report includes the use of various acronyms and terminology, which are explained in the glossary. The project acknowledges that some of these acronyms and terms are contested such as BAME and BME, which risk homogenising ethnic groups and being divisive and exclusionary. Acronyms such as BAME have however been adopted institutionally, following wider consultation with colleagues and students at UCL.

Glossary

Attainment Gap	An attainment gap refers to the disparities in academic outcomes between different groups of students. The term attainment gap is controversial as it implies a student deficit. E.g. disparities are the result of students not 'attaining', rather than acknowledging the institutional and systemic barriers to success. The higher education sector is moving away from using the term attainment gap, which is commonly being referred to as an 'awarding gap'. The term attainment gap however continues to be applied with more prevalence in primary and secondary education.
Awarding Gap	Similar to the attainment gap, the awarding gap refers to the disparities in academic outcomes between different groups of students; the gap between the proportion of students awarded a 2:1 and First-class honours, versus other degree outcomes. Unlike the term attainment, the awarding shifts the focus from the student to the institution regarding causal factors associated with these gaps, in addition to ownership for closing the gaps. There are various student groups impacted by the awarding gaps in higher education including but not limited to BAME students, mature students, students with disabilities, and students from disadvantaged socio-economic backgrounds. Where possible, gaps within these student groups should be disaggregated, for example from BAME to individual ethnicity groups (Black African, Asian Pakistani, etc) as data shows wider discrepancies amongst individual disaggregated groups of students which may reflect their student experience. Additionally, gaps should be considered through an intersectional lens.
ASER (Annual Student Experience Review)	<p>The ASER was an internal quality assurance review process at UCL, with the last report published in the academic year 2021/22. The review encourages staff to comment on the following questions, which gives a qualitative overview on student experience and department and faculty engagement.</p> <ul style="list-style-type: none"> • What contextual issues have shaped the progress against last year's development plan and this year's plan? • How does the department ensure a culture of continuous quality improvement? • How have students been involved in ensuring progress against last year's plan and identifying priorities for the coming year? • How does the department work in partnership with students to ensure a culture of continuous quality improvement? <p>From 2022/23, the ASER has been replaced by a process of Departmental Education Planning; a more department-led process with guidance published in Spring 2023.</p>

BAME (Black, Asian and Minority Ethnic)	The term BAME is used as an umbrella definition for all ethnic groups, excluding white ethnic groups.
BME (Black and Minority Ethnic)	The term BME is used as an umbrella definition for all ethnic groups, excluding white ethnic groups.
HEFCE (Higher Education Funding Council for England)	The Higher Education Funding Council for England was a non-departmental public body responsible for the distribution of funding to universities and colleges. The body provided funding to the BAME Awarding Gap Consortium Project, led by Kingston University with several institutional partners including UCL. HEFCE was replaced by UK Research and Innovation (UKRI) and the Office for Students (OfS), in 2018.
ICHC (Inclusive Curriculum Health Check)	The ICHC is a resource produced by UCL for staff to reflect on the inclusivity of their curriculum. This is based on Kingston University's Inclusive Curriculum Framework and was developed as an intervention during UCL's involvement in the wider BAME Awarding Gap Consortium project. The ICHC was included in the 2018/19 ASER, requiring all undergraduate and postgraduate programmes to complete the health check. The BAME Awarding Gap Project team then provided feedback on all submissions, including recommended actions based on responses .
UKRI (UK Research and Innovation)	UKRI was launched in April 2018 as a non-departmental public body, sponsored by the Department for Science, Innovation and Technology (DSIT). UKRI consists of nine councils, including seven disciplinary research councils, working on support and knowledge exchange of research across various higher education institutions in England.
OfS (Office for Students)	The OfS was established in 2017 as an independent public body, reporting to the Department for Education (DfE). Acting as a regulator and competition authority for the higher education sector in England, the OfS has eleven Key Performance Measures (KPMs) working on quality and standards, enabling regulation and equality of opportunity, including KPM 7 'degree attainment by ethnicity'.

Introduction to Student Success

01



Falling under Student and Registry Services at UCL, the Student Success Office is led by Paulette Williams, Head of Student Success Projects.

The Student Success Office leads in developing and implementing strategies at UCL to address gaps in awarding and continuation among marginalised student groups across the institution. Collaborating with key stakeholders, the team works to establish best practices and evidence-based approaches to providing comprehensive support to students and staff to facilitate improvement in students' outcomes, experience, and their overall success.

Project Background



UCL's BAME Awarding Gap Project addresses the disparities in degree outcomes between UK domiciled BAME and white undergraduate students.

In 2017 UCL joined the Kingston University led consortium project, in partnership with four other institutions including De Montfort University, University of Greenwich, University of Hertfordshire and University of Wolverhampton. All participating universities implemented initiatives designed by Kingston University to close the awarding gap including a Value-Added metric for data analysis and Inclusive Curriculum Framework. The consortium project concluded in 2019; UCL however continued building on the initiatives started in 2017. The continued project is currently situated in the UCL Student Success Office in Student and Registry Services, working collaboratively with the Office of the Vice-Provost Education & Student Experience (OVPESE) to facilitate the work of the faculties, departments/divisions and programmes.

The BAME Awarding Gap Project as a whole works under the following themes:

1. Inclusive approaches to teaching, learning and assessment
2. Belonging, community and partnerships
3. Case studies from UCL

The project is evidence-led and underpinned by quantitative data analysis of the gap at UCL and qualitative investigations into students' experiences, using various strategies facilitated by project leads.

During UCL's involvement in the consortium project, it became apparent that Kingston University's Value-Added metric data for analysis was not effective, given the differences in the entry criteria of student cohorts entering UCL versus Kingston. As such, the project team worked closely with colleagues in the OVPESE to develop a BAME Awarding Gap Dashboard using data analytics platform Tableau, which shows the nature of the gap at UCL.

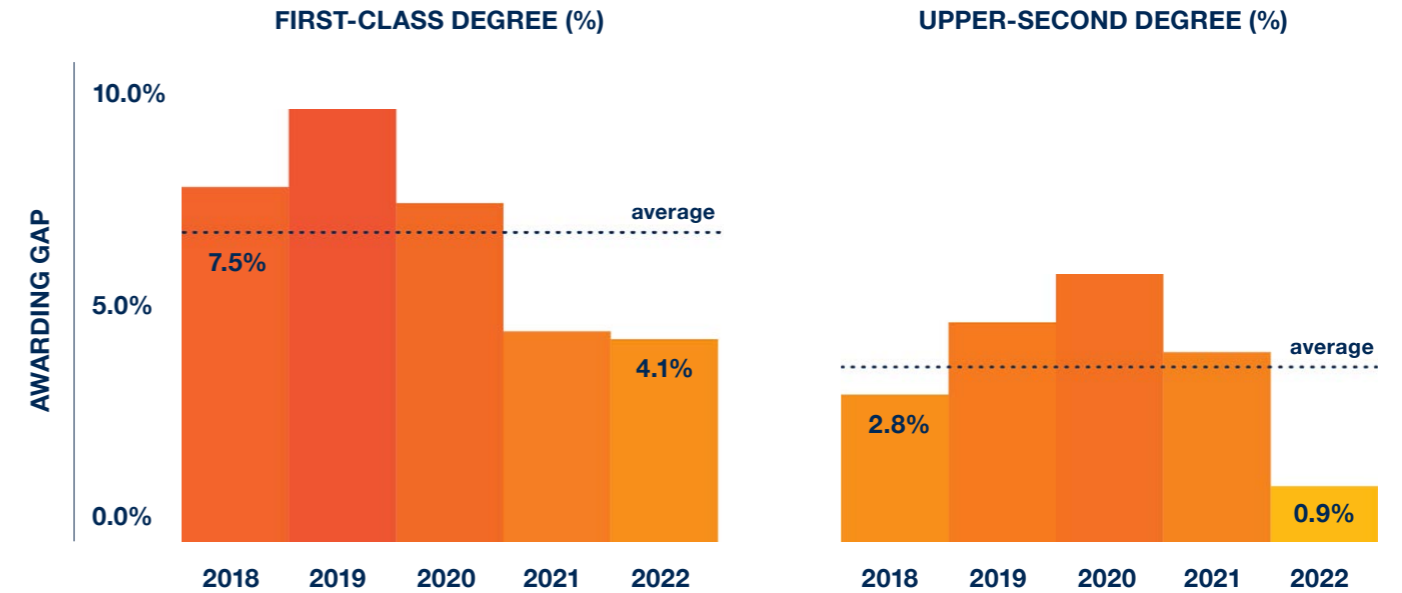
The table that follows details the BAME-White awarding gap in 2017/18. This is followed by graphs showing the awarding gaps of these students over the last five years, against the UCL-level gap.

How are awarding gaps calculated?

Award gaps are calculated by comparing the proportion of each student population achieving a degree outcome, eg:

6 out of 10 White students achieving a First (60%)
 -
 5 out of 10 BAME students achieving a first (50%)
 =
 10% awarding gap

FACULTY	FIRST-CLASS DEGREE (%)	UPPER-SECOND DEGREE (%)
Arts and Humanities	0.2	1.5
Brain Sciences	6.4	6.7
Engineering Sciences	17.4	11.3
Laws	2.8	6.1
Life Sciences	6.4	3.3
Mathematical and Physical Sciences	6.5	3.8
Medical Sciences	0.5	4.2
Population Health Sciences	15.8	10.8
Social and Historical Sciences	14.2	7.1
Built Environment	0.9	5.5
IOE	68.4	75.2



At UCL it is noted that the vast majority of students overall obtain a good degree, however looking at such data alone does not truly illustrate the gaps in awards between BAME and white students.

To explore data in more detail, we used the Tableau Dashboard we had created and are now able to visualise and interpret the gaps at a more granular level, comparing the gaps with the ‘good degrees’ (second-class) and first-class degrees. The results from 2017/18 show a higher proportion of BAME students achieving a ‘good degree’ compared to their white peers, which mostly changes when looking at the results of those obtaining a first-class degree.

The initial project looked at the gap in marks and in the ‘good degrees’ but it was clear that for UCL, the most significant gaps were in the first-class degrees, which also have a pipeline implication in terms of students’ future careers. This change in focus, as well as looking more closely at the gaps within modules or years of a programme, has been a key element of the progress that has been made in the project since 2018.

The data in the following table looks at the 2017/18 awarding gaps at a more detailed level, within departments and faculties.

FACULTY	DEPARTMENT	AWARDING GAP (%)	HIGHER PROPORTION OF STUDENTS	
Arts and Humanities	Arts and Sciences BASc	4.4	BAME	
	School of European Languages, Culture and Society	1.9	White	
	SSEES Languages	5.9	White	
	English Language and Literature	9.5	BAME	
	Greek and Latin	18.8	White	
	Philosophy	13.8	White	
	Slade School of Fine Art	37.0	BAME	
	Hebrew and Jewish Studies	None	N/A	
Faculty of Brain Sciences	Division of Psychology and Language Sciences	6.4	White	
Faculty of Engineering Sciences	Biochemical Engineering	30.3	White	
	Chemical Engineering	30.9	White	
	Civil, Environment and Geomatic Engineering	11.1	White	
	Computer Science	17.5	BAME	
	Electronic and Electrical Engineering	61.1	White	
	Mechanical Engineering	21.0	White	
	Medical Physics and Biomedical Engineering	45.6	White	
	UCL School of Management	15.4	White	
Faculty of Laws	Laws	2.4	White	
Faculty of Life Sciences	Neuroscience, Physiology and Pharmacology	3.0	BAME	
	Biomedical Sciences	39.6	White	
	Cell and Developmental Biology	10.9	BAME	
	Genetics, Evolution and Environment	12.5	White	
	School of Pharmacy	27.9	White	
	Structural and Molecular Biology	29.2	White	
Faculty of Mathematical and Physical Sciences	Chemistry	3.9	BAME	
	Earth Sciences	7.1	BAME	
	Mathematics	3.0	BAME	
	Natural Sciences	16.0	White	
	Physics and Astronomy	8.1	White	
	Science and Technology Studies	20.0	White	
	Statistical Science	40.9	White	
Faculty of Medical Sciences	Division of Infection and Immunity	8.3	BAME	
	Division of Medicine	18.5	White	
	Division of Surgery and Interventional Science	10.0	BAME	
Faculty of Population Health Studies	UCL Elizabeth Garrett Anderson Institute of Women's Health	16.7	White	
	UCL GOS Institute of Child Health	44.4	White	
	Institute for Global Health	None	N/A	
Faculty of Social and Historical Sciences	Anthropology	13.6	BAME	
	Economics	23.2	White	
	Geography	7.3	White	
	History	17.1	White	
	History of Art	16.4	White	
	Institute of Archaeology	7.7	BAME	
	SSEES School of Slavonic and East European Studies	8.3	White	
	SSEES Economics	25.0	White	
	Political Science	None	N/A	
	SSEES History	None	N/A	
	SSEES Politics	None	N/A	
	Faculty of Built Environment	Bartlett School of Architecture	9.5	White
		Bartlett School of Planning	8.8	BAME
IOE	Education Practice and Society	71.3	White	
	Psychology and Human Development	50.0	White	

○ *NONE and N/A represent the departments without an awarding gap, as they do not have any BAME students for comparison

Since 2018, the project team has worked with colleagues in OVPESE and the Data and Insights team to refine the dashboard to meet the needs of colleagues. The latest iteration of the BAME Awarding Gap dashboard includes the following information:

- A breakdown of the BAME awarding gap at all degree classifications, including 'good degree' (2:1 and First-class honours)
- A breakdown of the BAME awarding gap at university, faculty, department and programme level
- A breakdown of the Black awarding gap

Access to the dashboard has been restricted due to the small numbers of students in more granular analyses, resulting in the possibility to identify individual students. Colleagues should engage with their BAME Awarding Gap Faculty Leads concerning any requests for data.

The project also carried out qualitative investigations into students' experiences at UCL. This included surveys, focus groups and interviews, both at institution and faculty and department level. Several themes emerged from the qualitative data, which formed the basis of the [BAME Awarding Gap Staff Toolkit](#). Students expressed concerns around the inclusivity of the curriculum, a lack of sense of belonging and experiencing and witnessing incidents of racism and discrimination.

Black students on campus are often 'invisible'; they're not represented in staff or materials taught.

Student from Faculty of Social and Historical Sciences

In Year 2 Physical Labs, we have introduced a writing exercise where students pick a scientist from a list and write about their research. The list of scientists was generated by asking colleagues to nominate three non-male, non-white or non-western scientists who they admire. This is to ensure that students see that not all science is carried out by White, western males and that they can identify role models that inspire them (and also see that their lecturers admire these people too).

UCL's Inclusive Curriculum Health Check: Chemistry

Being from an underrepresented group from UCL, I feel like I was able to make an actual impact on the studies of future students from a similar background as me, avoiding feelings of 'imposter syndrome'.

Geography Student – Student Curriculum Partners

How has the gap changed over time?

The BAME awarding gap has narrowed from 2018 to 2021, most notably in the last two years, following the implementation of policies in response to the COVID-19 pandemic. UCL's 'good degree' awarding gap in 2020/21 was 0.4%. Whilst this figure is small, it conceals considerable variations across faculties, departments, programmes, degree classifications and amongst ethnic groups. For example, the First-class awarding gap for BAME students is 4.3%, whereas the First-class awarding gap for Black students is 15.3%. Although the awarding gap has narrowed in recent years, every change in the education provision, from assessment design to curriculum revamps, have the potential to affect the gap and it therefore requires continuous monitoring and action.

What was the impact of the No Detriment Policy on the awarding gap during the COVID-19 pandemic in 2019/20?

The project carried out an extensive evaluation of the effects of the 2019/20 emergency changes in assessment due to the pandemic, including the No Detriment Policy, on academic outcomes. The analysis showed that the move to online and diversified assessment was associated with lower awarding gaps across the institution, both for the 'good degree' gap as well as the gap in first-class degrees. Furthermore, non-continuation rates also fell, particularly for Black students, which may also be linked to different styles of assessment. Following the publication of the report, faculties were encouraged to analyse the changes in assessments, which have taken place and enact policy changes accordingly to ensure best practice is maintained.

In the academic year 2019/20, UCL along with other Russell Group universities during the COVID-19 pandemic, carried out the No Detriment Policy, also known as the 'Amendments to Academic Regulations for summer assessments 2020'. The purpose of this policy was to ensure no students were academically disadvantaged due to the pandemic, by introducing alternative teaching and assessment arrangements. For example, undergraduate students in their final year obtained their final classification mark based on one of the following:

1. Calculation with final year average based on the best 50% (60 credits)
2. Calculation excluding the final year marks

With this policy, the outcome that is deemed more favourable to the student is retained, with students achieving at least a pass in their assessments, guaranteed a final grade no lower than their average academic performance.

What other data analysis has taken place?

The project has carried out data analysis looking at the impact of other factors e.g. parental education, age, degree programme, etc, on the First-class gap. This analysis shows that most of the gap is 'unexplained'. Furthermore, bespoke data analysis has been carried out for UCL Medical School for the years 2014-2019, as the awarding system is different for the MBBS programme. This analysis shows that the awarding gap for BAME students is largest on clinical placements during their degree programme.

What are the next steps concerning data analysis for the project?

There are planned enhancements for the BAME Awarding Gap Tableau Dashboard, including a breakdown of the BAME awarding gap at module level and a breakdown of the BAME awarding gap across disaggregated ethnicity groups e.g. Black African, Black Caribbean, Asian Indian, Asian Pakistani, etc.

Lessons Learned:

1. **The importance of timely and detailed quantitative data**
Data analysis shows considerable variation in the awarding gap across faculties, departments, programmes, modules, degree classifications and amongst disaggregated ethnic groups. A granular breakdown of the BAME awarding gap reveals the complexity of this work and enables UCL to tailor interventions accordingly. For example, module level analysis of 2019/20 can show what changes to assessment were made during the COVID-19 pandemic and whether these changes correlated with a reduction in the awarding gap.
2. **Ensuring there is a single source of BAME awarding gap data, which is updated using a consistent and systematic approach**
A single source of BAME awarding gap data, which is updated using a consistent and systemised approach mitigates against the risk of inconsistent data proliferating across the institution. Inconsistent data can undermine an evidence-based approach and result in staff resistance and/or disengagement with the project. A systemised approach to updating awarding gap data, ensures that updates occur in a timely and consistent manner and that this work is factored into staff time.
3. **Data should be presented in an accessible, easy to understand format; however consideration should be given to who has access to this information**
It is critical that awarding gap data is presented in an easy-to-understand, accessible format to enable staff to engage with findings, such as via a Tableau dashboard. However, granular data, particularly at module level disaggregated by ethnic group may result in small student numbers, thus leading to the possibility of identifying individual students. Consideration should be given to who should have access to the data and whether this complies with Data Protection guidance.
4. **Conduct broader analysis beyond the measure of the gap itself**
Resistance to the project has included staff attempts to try and 'explain away' the gap, connecting this with other factors such as choice of degree programme or entry qualifications. Wider analysis on the impact of various factors on the First-class awarding gap at UCL has been effective in tackling this resistance. Where possible, broader analysis like this can support the validity of the project and reinforce an evidence-based approach.
5. **Quantitative data should be considered alongside qualitative data**
It is essential to carry out quantitative data analysis to understand the nature of the BAME awarding gap, however there is a risk of placing too much emphasis on the quantitative data. Projects should reinforce the importance of understanding students' lived experiences when developing interventions to close the gap.

Project Governance and Institutional Engagement



The BAME Awarding Gap Project was situated in the Office of the Vice Provost Education and Student Experience (OVPESE) from 2017 to 2019.

The project gained a high profile through its strategic location, which demonstrated the institution's commitment and buy-in to close the gap. This was particularly important as at the outset of the project where there was a varied awareness and understanding of the BAME awarding gap across the institution.

Following the closure of the BAME awarding gap consortium project, the location of the UCL project shifted to a newly formed Student Success Office in Student and Registry Services. The rationale behind this move was to ensure the work of the project was closely aligned with wider student success initiatives moving forward, particularly work towards closing other awarding gaps such as those for mature students, students with disabilities and students from disadvantaged socioeconomic backgrounds. At present, the main purpose of the Student Success Office is to eliminate the awarding gap for all underrepresented UK undergraduates, additionally ensuring the academic success, retention and continuation of these groups. In addition to the BAME Awarding Gap Project, the team have worked collaboratively with UCL Arena, the Academic Communications Centre, OVPESE, Student Support and Wellbeing and various faculties, on interventions to support groups within the UK undergraduate cohort at UCL.

The project is currently governed through the BAME Awarding Gap Steering Group, which includes representatives from across the institution and UCL Students' Union. The Steering Group is responsible for providing strategic direction, advice and guidance to the project team and project leads. The project has also utilised opportunities to embed its work into institutional processes and activities. For example, the project team participates in Race Equality Roadshows, which are delivered in partnership with the Chairs of UCL's Race Equality Steering Group. The purpose of the roadshows is to engage faculties with staff and student data, providing a holistic understanding of race equality in their areas. The staff data focuses on recruitment, promotion, and representations, whereas the student data looks at the latest BAME awarding gaps for the faculty.

Since 2019, part of the documentation for new programme development now requires proposers to demonstrate how they will develop an inclusive curriculum, assessment portfolio and learning environment, linking proposers to the ICHC. This documentation is assessed and feedback is given by the Programme and Module Approval and Amendment Panel (PMAP) before new programmes can be given final approval.

In March 2023, the Student Success Team organised a BAME Awarding Gap Fund event to showcase some of the ongoing projects from various faculties and bring awareness to some of the successes and challenges faced by project leads and those involved. The internal event consisted of three of the projects from different faculties being presented, all at different stages, with the opportunity for questions, reflection and networking.



Lessons Learned:

1. **The location of the project matters**
The location of a project sends a message to its audiences. The project, at its outset, significantly benefited from being in OVPESE. This is because the location demonstrated the strategic importance of the project and positioned the project as an educational issue. This additionally enables the collaboration from other departments within OVPESE working on initiatives to positively effect change in student experience, engagement and success, setting precedence for an improved culture in education and curricula at UCL. The transition of the project to the Student Success Office is also pivotal, as the project aligns with the expansion of work to tackle other awarding gaps at the institution. This includes the team's work with Access UCL and having a new and insightful outlook on approaches to challenging the awarding gaps in various focus groups.
2. **The BAME Awarding Gap Steering Group**
As well as consistent guidance and overall focus on the various projects, it is important to have direct involvement from the Steering Group, to ensure the main purpose and objective of the project is being met. The Steering Group can also be used to determine additional support or resource required, offer advice on realistic goals for projects, additionally to ensure a collective perspective on progress and challenges that may occur.

DEPARTMENT	PROJECT LEAD	PROJECT	PRESENTER
Social and Historical Sciences	Eleanor Robson	Mind the Gap! History's approach to tackling inequality through enhanced belonging and inclusive pedagogy	Eleanor Robson
Social and Historical Sciences	Silvia Dal Bianco	Channelling the BAME student voice to unveil the hidden curriculum and build an inclusive learning community	Ronaldo Leiva Granados
Life Sciences	Tara Keck and Charmian Dawson	Belonging and overcoming adversity – supporting BAME students in the transition to university and throughout their courses	Charmian Dawson

Faculty Leads

Who are the BAME Awarding Gap Faculty Leads?

BAME Awarding Gap Faculty Leads are academic members of staff, typically senior members who are recruited to deliver local interventions to close the awarding gap. The first appointments to this leadership role were made in 2018. BAME Awarding Gap Faculty Leads are allocated 0.5 days a week to work on the project, which is agreed with their line manager, and receive an annual honorarium of £2,500 in recognition of their work in this post.

What do BAME Awarding Gap Faculty Leads do?

Faculty Leads are generally appointed on an annual basis with the option to continue each year, usually to a maximum of three years in the post.

FACULTY	FACULTY LEAD
Arts and Humanities	Clive Nwonka
Bartlett	Judy Stephenson
Brain Sciences	Leslie Gutman
Engineering Sciences	Michael Sulu
Institute of Education	Ashraf Hoque
Laws	Jonathan Chan
Life Sciences	Afia Ali
Mathematical and Physical Sciences	Tamara Alhilfi
Medical Sciences	Alvena Kureshi
Population Health Sciences	Rochelle Burgess
Social and Historical Sciences	Adam Harris

The table previous represents the sample of Faculty Leads current as of the academic year 2022/23. Each Faculty Lead is required to produce an action plan for their faculty each academic year, which must include details on the following areas:

- Data
- Student engagement
- Staff engagement
- Faculty objective

The submitted action plan is then followed by a one-to-one meeting to discuss details of the plan, any pending and/or completed actions and an overall checking in, which is attended by the Faculty Lead, Project Manager and Project Co-Lead(s).

The nature of the awarding gap varies across faculties and departments, as such, there is no 'one size fits all' approach concerning local interventions. However, there are some commonalities in approaches adopted by the leads, irrespective of their disciplinary backgrounds.

The responsibilities of the role have also changed over time as the institution develops its knowledge and understanding of the BAME awarding gap. For example, when the role first launched there was increased emphasis on raising awareness of the project and generating buy-in, understanding the nature of local gaps, disseminating data, and carrying out qualitative research with students. Early responsibilities also included supporting academic staff with the completion of the Inclusive Curriculum Health Check. In recent years however, the focus has shifted to interventions based on an understanding of both quantitative and qualitative data. Some of these interventions include changes to the curriculum, teaching and assessment, student exposure to potential role modules through events series, staff training, workshops and away days, developing resources and changes to student induction.

Since the COVID-19 pandemic, BAME Awarding Gap Faculty Leads have also been carrying out data analysis to determine which assessment changes during 2019/20 and 2020/21 correlated with a narrowing of the awarding gap, with the view to ensuring best practice is maintained at module level.

Lessons Learned:

1. **The seniority of BAME Awarding Gap Faculty Leads can influence staff engagement with the project**
In some instances, the project has recruited junior academic colleagues into the role of the BAME Awarding Gap Faculty Lead. Some of these Faculty Leads have experienced increased challenges around influencing senior colleagues in their faculty, staff resistance and generating staff buy-in for the project. It is not always possible to recruit senior academic members of staff into these positions, particularly where there is an underrepresentation of BAME staff within a faculty. Moreover, as it is a leadership position, it offers significant opportunity for professional and personal development for junior staff. Efforts should be made to ensure all Faculty Leads are embedded into key networks, working groups and committees within their faculties and where possible, are connected with supportive, senior staff, for example Faculty Tutors and Deans.
2. **The importance of sharing good practice**
Faculty Leads should be given regular opportunities to share best practice and lessons learned in their role. This is particularly important for Faculty Leads who are new in the post. Networking events held internally also assist in sharing ideas, challenges and best practices across faculties, departments and all those involved directly and indirectly with the project. The project facilitates these interactions through group meetings every six weeks; newly appointed Faculty Leads are paired with more experienced Faculty Leads, to receive mentoring during their first year in the post.
3. **Set objectives ensure BAME Awarding Gap Faculty Leads are aligned with the strategic aims of the project**
As the BAME awarding gap varies across faculties and departments, it is essential that BAME Awarding Gap Faculty Leads produce action plans tailored to their local context. However, requiring all Faculty Leads to complete set objectives ensures that work across the institution remains aligned with the strategic aims of the central project. These set objectives should offer flexibility and ownership for Faculty Leads to deliver in their own context.
4. **Access to data for analysis**
Following feedback via one-to-one and group meetings with Faculty Leads and updates on their action plan, one of the main challenges to the project is the access to quantitative data. Although the majority of initiatives focus on qualitative data from their long-term projects, some Faculty Leads have noted difficulty in obtaining further engagement and understanding from other academic staff within their faculties and departments, due to lack of quantitative data they have been able to share. Not being able to provide full statistical evidence to other (senior) academic members of staff due to privacy of information or numbers of BAME students within a faculty and department may provide more challenges in influencing others to be involved, as well as measuring the success of the project to date.
5. **Lack of student engagement**
Although more senior members may have more of an influence on their faculty and department academic staff involvement in the project, the BAME Awarding Gap Faculty Lead can still face challenges in engaging students. This is a commonality across departments, with some having more student contribution than others due to various reasons including assessment periods, lack of understanding and relevance, and other (academic) priorities. It is important for the Faculty Lead therefore to find methods and incentives to encourage student engagement and participation, which in some cases has been helped with work being more student-led.

Student Engagement



Student Curriculum Partners Scheme

Research shows that inclusive curriculum initiatives benefit all students. The BAME Awarding Gap Project produced the Inclusive Curriculum Health Check to help staff reflect on the inclusivity of their programmes. However, this resource does not account for student perspectives on the inclusivity of the curriculum. To bridge the gap, the project set up the Student Curriculum Partners (SCP) Scheme, which offers the opportunity for students and staff to work together to enhance the inclusivity of the curriculum, particularly concerning race and ethnicity.

The scheme, which is based on Kingston University's Curriculum Consultants programme, was set up during UCLs participation in the BAME awarding gap consortium project. Two versions of the SCP scheme were piloted in 2018/19. An evaluation of the pilot led to several enhancements of the scheme, which in its current form involves students reviewing the inclusivity of modules they have taken using a supporting guidance framework. Students then have the option of sharing their feedback directly with staff or having their feedback shared anonymously through the BAME Awarding Gap Project team, to help facilitate change.

Inclusive Curriculum

Being attentive to the impact of social identities and putting the most disadvantaged members of our community at the centre of curriculum design and planning.

Cultural Awareness

Knowledge about and appreciation for different cultures, as well as your own.

Diversity

The presence of different cultural traditions and identities. This supports better representation but an inclusive approach is crucial.

Equity

Treating people differently dependent on need. Whilst both the concepts of equity and equality promote fairness, the former achieves this by treating everyone the same regardless of need, while equity achieves this by treating people according to their needs.

What changes have taken place?

The below are examples of student feedback taken from the SCP 2021/22, for first year undergraduate students:

MODULE FACULTY	RAISING CULTURAL AWARENESS	ASSESSMENT AND FEEDBACK	LEARNING EXPERIENCE AND ENVIRONMENT
Laws	<p>Limited opportunities for group discussions during lectures, however tutorials have helped and have been heavily discussion-based</p> <p>Course does raise awareness of diversity, at the same time respecting differences between legal jurisdiction, at an international level</p>	<p>International case studies and assessment scenarios may be far removed from some students' individual experiences, who may rather benefit from an illustrated relevance to their career paths. This may however be difficult to overcome within Law as a subject</p> <p>Students who do not have English as a first language are at a disadvantage at assessment; may be worth introducing 50% coursework and 50% examination</p>	<p>Some cases were subjective and misinterpreted, with content being offensive to some students. This can be addressed by being careful and precise when describing cases</p>
Medicine	<p>Able to have cross-cultural interaction amongst students via small group teachings</p> <p>Particular module does not raise awareness in diversity, with some academics/lecturers not mentioning working with people from diverse backgrounds with different perspectives</p> <p>Some comments in lectures are culturally stereotypical</p>	<p>Having access to mock exams and continuous feedback on assessments are useful</p> <p>50% group coursework and 50% examination enables students to display their knowledge and understanding, outside the examination</p> <p>Providing software suggestions such as Biorender for specific assessments would be helpful, especially to help students save money</p>	<p>Interactive slides enable student engagement with their learning</p> <p>Small group teachings make it easier for students to ask questions and discuss, compared to being in a full lecture hall</p> <p>Still lacking a sense of belonging due to lack of representation (race and nationality) in teaching and learning environment</p>



Suggestions from students and subsequent actions have been wide-ranging, including but not limited to:

- Expanding reading lists
- Updating course imagery
- Changing module names
- Use of anonymous Moodle forums
- Broader contextualisation of course content
- Use of diverse case studies and scenarios
- Inclusion of trigger warnings and context disclaimers
- Changes to assessment and feedback
- Inclusion of a module glossary
- Reflection and acknowledgement of lecturer positionality
- Addressing potentially problematic content (may reinforce existing stereotypes and bias)

Over the years various faculties have been involved in the Student Curriculum Partners Scheme, with students recruited and trained by the Student Success Office.

ACADEMIC YEAR	FACULTY	DEPARTMENT
2018/19	Brain Sciences	Division of Psychology and Language Sciences
	Engineering Sciences	Chemical Engineering Electronic and Electrical Engineering UCL School of Management
2019/20	Brain Sciences	Division of Psychology and Language Sciences
	Engineering Sciences	UCL School of Management
	Life Sciences	Division of Biosciences
	Medical Sciences	Division of Surgery and Interventional Science
	Social and Historical Sciences	Geography
	IOE	IOE
2020/21	Arts and Humanities	Philosophy
	Brain Sciences	Linguistics
	Life Sciences	Biomedical Sciences
	Social and Historical Sciences	Economics Geography
2021/22	Brain Sciences	Psychology and Language Sciences
	Laws	Laws
	IOE	Education Studies Psychology with Education
2022/23	Engineering Sciences	Chemical Engineering Electronic and Electrical Engineering
	Laws	Laws
	Life Sciences	Chemistry
	Medical Sciences	Cancer Institute Division of Medicine
	Mathematical and Physical Sciences	Mathematics

What staff have said about taking part:

First, let's get some worries out of the way: while the idea of having students look in detail at a particular aspects of one's module might seem threatening, the overall process was very friendly and collaborative.

Again. Contrary to fears that one might have, the process was also not onerous at all. The results in the case of linguistics can be described as a friendly nudge to do better in some areas and positive reinforcement to keep doing well what we are doing well. In particular, the students noticed that in some of our first-year modules we can make even more use of the knowledge and experience of our very diverse students (we have many overseas students who are speakers of historically completely unrelated languages).

We plan to diversify examples used at the early stages of instruction away from standard English (convenient because it is also the lingua franca of instruction) and to less prestigious varieties of English and our students' native languages. This will hopefully allow them to identify more strongly with the content of the classes and to reflect critically on the social dimensions of language use.

Last time, students reviewed 9 of our modules (mostly 1st year but some 2nd year modules too) and there was some excellent feedback. We shared the very constructive and useful student feedback with module convenors, who invariably responded with both positive suggestions of changes that could be readily implemented as well as questions/challenges about how to engage with these issues holistically. It was invaluable as a starting point for thinking about how students perceive our teaching/content as well as for opening up conversations among colleagues about how we collectively respond to this.

What students have said about taking part:

Being from an underrepresented group from UCL, I feel like I was able to make an actual impact on the studies of future students from a similar background as me, avoiding feelings of 'imposter syndrome'.

It was an enriching experience to discuss and share the experiences of the curriculum from a critical perspective with my classmates. It was thought-provoking and a great learning experience to understand the different elements of the curriculum and how they are perceived by students from diverse backgrounds. The most rewarding aspect of the experience was to share our thoughts and help improve parts of the curriculum to make it more inclusive towards all students.

Through this programme, I gained a deeper understanding of the Laws Faculty and its aims in relation to the curriculum. I felt that my suggestions and ideas were valued by the module convenors. I also really enjoyed the discussion aspect of the programme as I felt that the discussion allowed me to truly understand the ways in which the Faculty wanted to increase ED & I content specifically.

Firstly, [the Student Curriculum Partners Scheme] allowed me to directly engage with academic staff of the relevant module, to engage in dialogue, which would otherwise not be easy to achieve. It also allowed me to work with a fellow student whom I have never worked with before. Secondly, it allowed me to contribute to the learning experience and the development of the curriculum – which may benefit future UCL students and promote what could be a more inclusive curriculum.

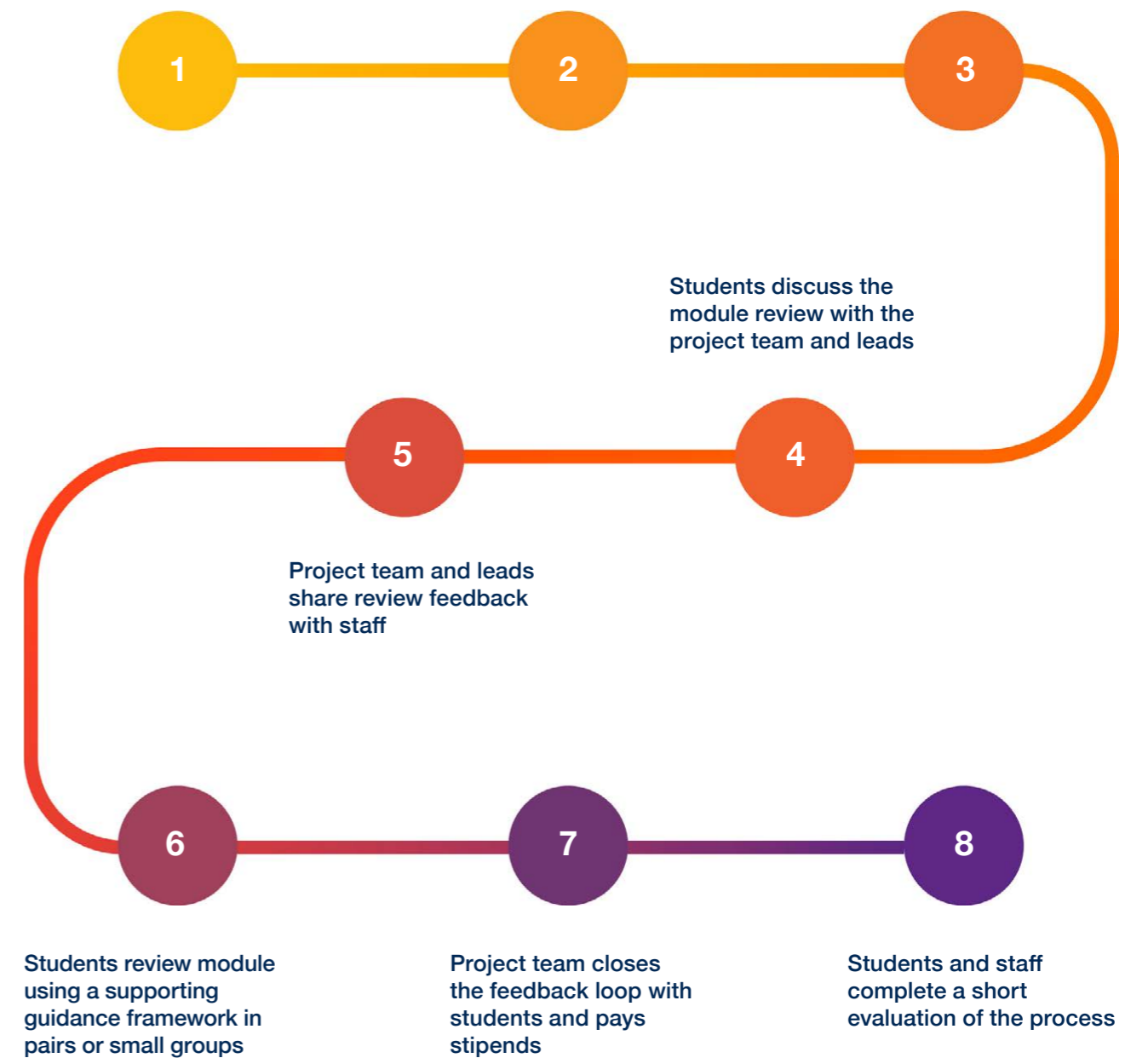
It was a really good experience overall. The whole process made me feel that my opinion was valued as a student at UCL. I was also able to develop my reviewing and teamworking skills through the process.

Student Curriculum Partners Process:

1 BAME Awarding Gap Project recruits students with support of Students' Union or relevant department

2 Students attend Student Curriculum Partner and Student Quality Reviewer training

3 Students, staff and Faculty Leads identify modules for review. Staff provide access to relevant modules/materials



I was able to contribute meaningfully to the review I was involved in.

100% of students from the 2018/19 cohort strongly agreed.

I feel that my contribution to the review I was involved with will improve the student experience at UCL.

100% of students from the 2020/21 cohort either strongly agreed or agreed.

I feel that my contribution to the review I was involved with will improve the student experience at UCL.

97% of students from the 2021/22 cohort either strongly agreed or agreed.

The project team are now expanding the Student Curriculum Partners Scheme outside of the BAME Awarding Gap Project, to involve other student groups covered by the Student Success Office. Expanding the focus and working collaboratively with more departments across the university should enable the enhancement and inclusivity of the curriculum, to better support teaching and learning for all underrepresented student groups.

I feel I was able to contribute a lot to the Engineering department but also UCL as a whole.

A lot of the points I brought up, my peers felt the same way. This indicates to me a clear pattern emerging in how some of these issues are faced by people of colour as a whole. Also, the design of the programme is well structured, so I feel like my voice and opinion was heard throughout many key areas.

It was great reflecting on my own experience as well as talking to the current students. I learned to critically assess the diversity of teaching materials, which I didn't always notice unless it was very apparent and problematic. I have also noticed there have already been some positive changes since I took the modules, so I am confident that my review/suggestions will also be considered seriously.

Lessons Learned:

- 1. Staff were more receptive to feedback where students had first-hand experience of taking the modules being reviewed**

The project piloted two versions of the SCP Scheme; one where students reviewed materials from modules they had taken, and one where students reviewed materials from modules they had not taken but were familiar with the disciplinary background, e.g from the same faculty. The purpose of the latter version was to mitigate against potential student discomfort with sharing critical feedback directly with staff they may already know. An evaluation of the pilot showed that staff were more receptive to feedback where students had taken the module, expressing some concern that students who had not taken the module were unaware of wider contextual information. Students also informed the project team that they preferred reviewing modules they had already taken, as it meant they could draw on their own experiences inside the classroom as well. The change made was that students could choose to give feedback directly to the module convenor in a meeting with the project team, or the project team could feedback on their behalf. This aimed to managed the power dynamics of the student-staff relationship.
- 2. There is variability in how the scheme is received by staff**

The project has found that engagement with the scheme is most effective where departments self-nominate to participate and where the scheme is championed by a senior member of staff, for example the Head of Department, Vice Dean EDI, etc. The project has also found more resistance amongst STEM staff to the scheme, particularly concerning arguments of objectivity of curriculum content. To mitigate against this, the project ensures BAME Awarding Gap Faculty Leads are available to attend feedback meetings with module convenors, to address any disciplinary concerns or queries they may have.
- 3. The importance of following up with staff regarding any actions and resulting changes following their participation**

The project has informally followed up with staff who have participated in the scheme to discuss any changes resulting from the student feedback. However, to increase accountability and ensure student feedback is acted upon not just discussed, the project will be introducing a formal process of monitoring staff actions following their participation in the scheme from 2023/24. This will be light touch to ensure staff do not disengage form the process due to increased administration and largely facilitated through the relevant BAME Awarding Gap Faculty Leads, to ensure staff are able to troubleshoot any discipline specific queries and/or concerns.
- 4. Challenges with student engagement and diversity**

For particular modules partaking in the Student Curriculum Partners Scheme, one of the main challenges was the lack of student engagement and the difficulty in recruiting students each term, and several of the student groups involved in the process were not as 'diverse' as anticipated. This could potentially be improved by increasing the stipend to £300 and more creative methods of student recruitment including posters and positive student testimonials for example, which can be further publicised by academics. This may still prove challenging as the Student Curriculum Partners Scheme only recruits students who have studied the participating module, however testimonials from past students may encourage new students to participate, in the hope of having their voices heard and creating positive changes in the curriculum for future students. Additionally, future work between the Student Success and Students' Union teams can include initiatives encouraging more engagement from BAME and other underrepresented UK students at UCL.

BAME Awarding Gap Staff Fund

06



The BAME Awarding Gap Staff Fund was set up in 2018 to provide funding for intervention projects aimed at eliminating the BAME awarding gap. The Office of the Vice-President (Advancement) contributed £250,000 to establish the fund and up until March 2022, staff could bid for up to £25,000 per project over a three-year period which could be used to purchase equipment and resources, buy out staff time, or fund student internships to implement interventions.

Potential projects were assessed against several criteria including:

- Measurable outcomes focused on closing the awarding gap
- Student-centred
- Evidence-based
- Scalable
- Intervention focused (rather than research focused)
- Potential impact beyond the project lifecycle
- Forwarding the commitments of UCL's Access and Participation Plan 2020/21-2024/25 and support strategic aims of UCL 2034
- Relate to themes in UCL's BAME Awarding Gap Staff Toolkit

The individual projects currently running under UCL's BAME Awarding Gap Project include:

PROJECT TITLE	FACULTY / DEPARTMENT
Spaces of Risk in Built Environment: Navigating Risk Taking Amongst BAME UG Students through Workshops Mentoring and Collaboration	Bartlett
Belonging and Overcoming Adversity: Supporting BAME Students in the Transition to University and throughout their courses	Life Sciences
Investigating gaps in Personal Tutoring Provision	Engineering Sciences
BAMEhack: A Scalable Staff-Student Collaboration to reveal BAME Stakeholders in Academic Disciplines to help delivery of Inclusive Curriculum Content	Engineering Sciences
Community on Campus: Creating a Decolonised Home for BAME SRI Students	IOE
Decolonising Population Health Sciences: Adapting and Formalising Faculty Praxis and Toolkit	Population Health Sciences
Developing Inclusive Teaching and Teachly	Brain Sciences
Research and Race: Deconstructing the Matrix	Innovation and Enterprise and Bartlett
Implementing Inclusive Assessment Practice and Values of Affirmative Intervention to reduce the BAME Awarding Gap in Exams in Cell Biology and Beyond	Institute of Education and Life Sciences
Mind the Gap! UCL History's Approach to Tackling Inequality through Enhanced Belonging and Inclusive Pedagogy	Arts and Humanities
Channelling the BAME Student Voice to Unveil the Hidden Curriculum and Build an Inclusive Learning Community	Social and Historical Sciences
Turn on the heating! Tackling the BAME Awarding Gap by beating the 'Cold Climate' in our classrooms	School of European Language, Culture and Society
Collaborative Film-Making Module on Racism and Educational Violence	Arts and Humanities

What projects were funded?

In total 13 projects received funding across several different faculties. The projects cover a range of interventions including but not limited to the following:

- Delivering curriculum change
- Mentoring
- Staff-student curriculum review intervention
- Values affirmation intervention
- Student Inclusivity Champions Panel
- Yearly academic challenge projects
- Changes and enhancements to personal tutoring
- Developing inclusive teaching with ed-tech application Teachly
- Rolling out a 'decolonising toolkit'
- Teacher training
- Developing an online staff-student common room

Lessons Learned:

The success of these projects depends significantly on buy-in from senior leadership in the department or programme and the faculty. Without this, it is difficult to embed the changes into the education framework in a way that makes them meaningful and impactful.

Training, Resources and Events



The project identified gaps in staff knowledge and understanding and is addressing this through offering a broad range of training, resources and events. This includes the [Inclusive Curriculum Health Check](#), a resource bank, UCL case studies, conferences and staff training. The project has drawn on internal and external expertise to develop these interventions and has also been at the forefront of disseminating knowledge and lessons learned with other institutions across the sector.

Inclusive Curriculum Health Check (ICHC)

The ICHC is a resource to support staff to reflect on the inclusivity of their curriculum. The ICHC was developed in 2018/19 during UCL's participation in the BAME Awarding Gap Consortium project and is based on [Kingston University's Inclusive Curriculum Framework](#). In 2018/19 the completion of the ICHC was a mandatory part of UCL's Annual Student Experience Reviews (ASER) at both undergraduate and postgraduate level. All programmes received feedback on their ICHC, including recommendations for actions.

Examples of best practice from the Inclusive Curriculum Health Check

Creating opportunities for students to work in partnership with students from other countries/continents, gaining different perspectives on the same subject area.

Using material that explores different approaches to ethnic diversity, encouraging students at every stage to question what they are being taught rather than taking research at face value.

Where possible, permitting students to choose a researcher from a list generated by colleagues, nominating a number of non-male, non-white or non-western researchers they admire. Alternatively, asking BAME students submit role models that inspire them.

Extra-curricular lectures scheduled and delivered in term time by external experts from BAME backgrounds, providing positive role models for UK (and international) BAME students.

Inclusion Programme

In 2018 the project identified a gap in training provision for staff. Whilst UCL offers unconscious bias training for staff in the context of recruitment, there is no training that focuses on the interactions between staff and students, particularly concerning issues of bias, stereotyping and discrimination and how these may impact the BAME awarding gap. In 2018/19 the project team in collaboration with external consultants, began developing an online training programme to bridge this gap.

In 2020/21 the training was piloted with critical friends of the project. The pilot flagged some issues around the content, particularly that it did not account for the changing landscape concerning issues of race and racism in the wake of the murder of George Floyd in 2020 and the resurgence of the Black Lives Matter (BLM) movement. In 2021/22 the project took the learnings of the pilot and began working collaboratively with colleagues across UCL to produce a broader piece of training, which considers issues of bias, stereotyping and discrimination across a range of protected characteristics. This broader training, also aligns with work to close other awarding gaps at the institution including gaps for mature students, students with disabilities and students from disadvantaged socio-economic backgrounds. The training programme includes content which covers:

1. Introduction to Bias
2. Stereotypes and Micro-behaviours
3. Privilege and Meritocracy

The Inclusion Programme training is in development and we hope to launch it in the academic year 2023/24. The modules within the programme in addition to previous training on unconscious bias are set to focus on topics such as prejudice, race a social construct and its affects on the awarding gap.

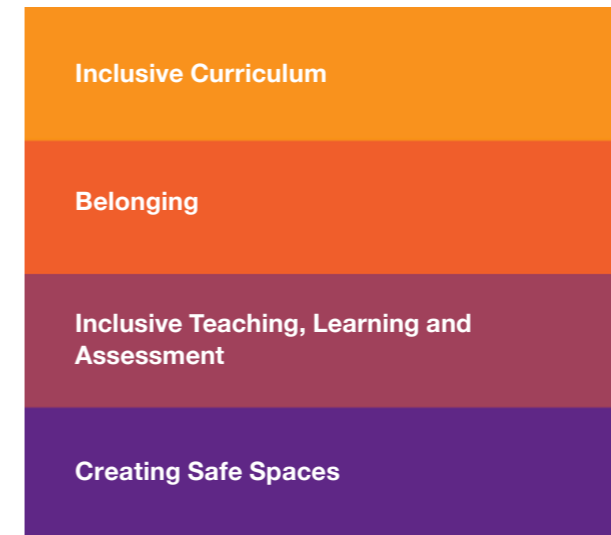
Resource Bank, UCL case studies, Staff Toolkit and Events

In 2017/18 UCL launched the BAME Awarding Gap Resource Bank, which is a collation of resources designed to help staff close the BAME awarding gap. The resource bank was updated in 2021/22 to organise literature under four themes:

1. Inclusive approaches to teaching, learning and assessment
2. Belonging, community and partnerships
3. Data and evaluation
4. Decolonising education

The resource bank also features a collection of UCL case studies focusing on best practice across the institution. In addition to the information available on the resource bank, the project also produced a teaching toolkit around '[Supporting BAME students in challenging times](#)', in the context of the pandemic and resurgence of the BLM movement. Although centred around BAME students during the COVID-19 pandemic, the challenges and tips provided in the toolkit can be used for all students covering teaching, learning, assessment, finance, technology, wellbeing and belonging.

In 2020 the project also launched the [BAME Awarding Gap Project Staff Toolkit](#). The toolkit is divided into four themes:



The structure and content of this second toolkit was based on qualitative research with students at UCL, which included surveys, focus groups and interviews, as well as a literature review of similar research across the sector. It provides staff with an understanding of issues associated with the BAME awarding gap, centring students' lived experiences and provides a range of practical tips and resources to help staff implement change to close the gap.

The project also identified a gap in training around supporting staff in engaging with conversations around race and racism in higher education. To bridge this gap the project delivered a training session run by Professor Jason Arday in March 2020, which allowed staff to join a safe space to field concerns and feel more comfortable and confident in facilitating discussions about race and racism.



Professor Jason Arday

The lecture, '[Learning to Fly: Engaging Pedagogically with Race and Racism in Higher Education](#)' is available to view online, covering the following topics:

- Decolonising the curriculum
- Intersectionality
- Considering inclusive pedagogies
- Acknowledging existing good practice at UCL
- Consider unconscious bias
- Centring discussions about race and racism within curricula

Conferences

The BAME Awarding Gap Project has delivered three conferences to date. The first conference took place in-person in March 2018 and focused on raising awareness of the project, introducing initial data analysis of UCL’s BAME awarding gap and launching resources such as the ICHC. The second conference took place online in June 2021 and provided an update on the progress of the project, showcased interventions taking place across UCL and invited contributions from students involved in the project. The project’s third and most recent conference took place in-person, in May 2023.

The conferences have been effective in raising awareness of the project and its progress on large scale. They have additionally provided opportunities for colleagues to share best practice across the institution and learn about different initiatives taking place.

	2018 Conference	2021 Conference	2023 Conference
Attendance Number	108	172	70
How useful was the conference in increasing your knowledge about the BAME awarding gap and related issues?	Very useful 62.2%	Very useful 60%	Very useful 52.6%
	Somewhat useful 32.4%	Somewhat useful 28%	Somewhat useful 26.3%

The conference itself was fantastic and there isn’t anything that I would particularly change about it, other than perhaps make it a full day rather than a half day.

It was great to have the kaleidoscope of experiences, methods and strategies.

UCL BAME Awarding Gap Project: 5 Years On

The ‘[UCL BAME Awarding Gap Project: 5 Years On](#)’ conference took place in May 2023, with the chance for attendees to explore and spectate achievements of the project to date and ongoing plans for the future.

Organised by the Student Success Office, the conference consisted of presentations from some of the BAME Awarding Gap Faculty Leads, with references to their work, achievements and challenges faced. The keynote speech was given by Sofia Akel, cultural historian, producer and researcher with further key speech by Vice Provost, Professor Kathy Armour.



Sofia Akel



Vice Provost, Kathy Armour

Highlights from the conference included:

FACULTY	PRESENTATION
UCL Economics	Channelling the BAME Student Voice to Unveil the Hidden Curriculum and Build and Inclusive Learning Community
Life Sciences, School of Pharmacy	The Pandemic-Associated shift in Diverse Assessment type Reduced the BAME Awarding Gap
Social Research Institute, IOE	Community on Campus: Building a Decolonised Home for Social Research Institute BAME Students
Clinical, Health and Educational Psychology Brain Sciences	Understanding the UK BAME Awarding Gap in Module Assessment for Psychology
Student Success	Student Curriculum Partners: Utilising Student Perspectives to create an Inclusive Curriculum
Faculty of Life Sciences	Cross-Faculty, Interdisciplinary Creation of a more Inclusive Exam in Cell Biology
UCL Social and Historical Sciences	Mind the Gap! UCL History’s approach to tackling inequality through Enhanced Belonging and Inclusive Pedagogy
Life Sciences, Division of Biosciences	Belonging and Overcoming Adversity - Supporting BAME Students in the Transition to University and Throughout Their Courses
School of European Languages, Culture and Society	Decolonising Translation: Tackling the BAME Awarding Gap
Medical Sciences	A 5-year Analysis of the MBBS Awarding Gap

What our 2023 conference attendees said:

It was really interesting and inspiring to hear about the projects going on across the university to address the gap.

Variety of content, very interesting presenters, plenty of space for discussion, many ideas for actions and productive directions.

The keynote speaker Sofia Akel was engaging and inspiring. The Student Success presentation given by Paulette and Rebecca was the most informative and useful in terms of supporting local action in our department and thinking about the future.

The staff presentation sessions that I attended were good, and I wanted more of this.

It helped me to understand the nuances around the topic and how these perceived nuances multiplied via numbers can create big gaps.

The conference confirmed that things are changing slowly in the world of academia, in terms of equality and diversity, albeit slowly. And that academic institutions are reluctantly realising that for people from the black communities universities are places of inequality, and unfair treatment. This, as opposed to places where they feel safe, respected, and valued for the quality of their work, and their personal experiences, knowledge, and insight that enriches it.

I was already aware of the gap, the conference made me feel more proactive. I've taken all the info back to my department and have presented on the awarding gap. I can relate a lot to Sofia, and her methods are very up to date and it's refreshing to have a younger person's perspective on the awarding gap. Her module would appeal to many students at UCL and it would definitely make students feel like they belong here.

It reinforced my existing impression that the Awarding Gap and Student Success team are doing amazing work. I am keen to work more closely with the team to highlight and push that work forward.



Lessons Learned:

- 1. Where possible, interventions should be embedded into existing mandatory processes**
The ICHC was embedded into UCL's ASER process, which meant all undergraduate and postgraduate programmes were required to engage with the health check. This ensured programme leaders took the time to reflect on the inclusivity of their curriculum. If engagement with the resource was optional, it is likely that some staff may not have taken part in this reflective exercise.
- 2. The ICHC should be expanded to include a section for actions**
Whilst the ICHC is useful as a self-reflective tool, it would have been helpful if there was a section in the resource that allowed staff to write follow-up actions. The project team provided feedback on ICHC submissions, which included some recommended actions, however the programme leaders were not asked to formalise their commitments when submitting responses. A list of actions would have made the follow-up on the ICHC more effective and useful for the project team with regard to monitoring changes, progress and impact.
- 3. Maintaining an informed and current approach**
The language and ideas around equity and inclusion are ever evolving. Whilst it is challenging to keep up to date with these changes, it can help to attend conferences, engage with external organisations, and invite external speakers to events to ensure an understanding of current issues.

Next Steps



The table below shows the awarding gap for the final degree outcomes in the academic year 2021/22.

FACULTY	AWARDING GAP (%)		BAME STUDENTS		WHITE STUDENTS	
	First-class	2:1	First-class	2:1	First-class	2:1
Arts and Humanities	8.6	1.4	38/93	44/93	98/198	91/198
Brain Science	14.0	8.7	16/38	20/38	23/41	18/41
Engineering Sciences	2.4	9.4	108/174	50/174	40/62	12/62
Laws	26.3	23.7	8/36	26/36	17/35	17/35
Life Sciences	1.2	1.6	106/175	59/175	63/102	36/102
Mathematical and Physical Sciences	19.2	9.1	74/186	66/186	85/144	38/144
Medical Sciences	4.0	3.5	319/438	111/438	176/229	50/229
Population Health Sciences	2.8	2.7	51/86	32/86	18/29	10/29
Social and Historical Sciences	17.1	12.2	56/176	103/176	134/274	127/274
Built Environment	19.4	11.1	14/42	23/42	29/55	24/55
IOE	16.8	5.0	7/37	23/37	10/28	16/28

Whilst the institution has made significant progress to close the gap, it is clear more needs to be done, particularly concerning First-class awarding gaps. The project will continue to use an evidence-based approach, which comes from robust data analysis of the gap. However, the primary focus will be on interventions to close the BAME awarding gap and an evaluation of these interventions. As such, the project

will continue to support projects funded via the BAME Awarding Gap Staff Fund through to completion, with a view to share what works and scale these interventions across the institution where possible.

Closing Remarks



Dr Julie Evans



I have been working at UCL since September 2012 as Faculty Tutor for Brain Sciences. The most rewarding and challenging time for me at UCL has been working on the BAME Awarding Gap Project, since 2018. I am passionate about equality of access and experience for higher education; getting a degree from a highly ranked university changes that student's life and inspires other family members and future generations. The fact that UCL and many other universities in the UK have a BAME awarding gap for our UK students is simply wrong; the responsibility to change this lies with the university.

I feel immensely grateful that UCL has given me the opportunity to work with like-minded people to lead and implement this project, as well as the resources – I have learnt a great deal. We have achieved some success over the last 5 years but the work continues!

Professor Parama Chaudhury



Working first as a BAME Faculty Lead for (Social and Historical Sciences) since 2018 and later as a Co-Lead of the project (Analysis and Evaluation), it has been a great pleasure to see the huge amount of effort that colleagues across the university have put in to ensure a world class education for ALL our students, irrespective of background and the commitment to developing a supportive and inclusive learning community.

We have made significant progress in terms of narrowing the awarding gap but there is always more to do.

Paulette Williams



I have had a long career at UCL working to create equity amongst students and staff, promoting access to education, and supporting student success. I have worked on the BAME Awarding Gap Project since its initiation in 2017 and it's been a challenging yet rewarding journey. I'd like to take this opportunity to thank the project team – especially Sukhi Bath who I worked closely with for several years. I'd also like to acknowledge the many champions of this work across the university who have done an incredible job of educating, collaborating, and creating change in their areas of the institution.

I look forward to working with the Student Success Team to continue to address inequality and create an inclusive environment for all students at UCL.

Acknowledgements

10



Access and Widening Participation

Arena Centre

BAME Awarding Gap Project Leads

BAME Awarding Working Group Members

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Co-Lead BAME Awarding Gap Project
Faculty Tutor Brain Sciences

Faculty Leads

Faculty Tutors

Hannah Kinghorn

BAME Awarding Gap Project Manager

Paulette Williams

Head of Student Success

Professor Kathleen Armour

Vice-Provost Education and Student Experience

Professor Parama Chaudhury

Co-Lead BAME Awarding Gap Project
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